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ABSTRACT

Prepared as a resource for the Child Development Associate Program (CDA), this annotated bibliography includes publications covering the issues of CDA training, early childhood education, basic CDA competencies, and bilingual/bicultural education. The major part of the bibliography deals with the following 6 basic competencies: (1) setting up and maintaining a safe and healthy learning environment, (2) advancing physical and intellectual competence, (3) building positive self-concept and individual strength, (4) organizing and sustaining the positive functioning of children and adults in a group learning environment, (5) bringing about optimal coordination of home and center child rearing practices and expectations, and (6) carrying out supplementary responsibilities related to the children's programs. A brief description of the ERIC system and information on how to order ERIC documents complete the bibliography. (MP)

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RESOURCES

for CDA Training

An Annotated Bibliography

Nos. 4/5, Fall 1981

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Resources for Child Development Associate Training

An Annotated Bibliography

(Fall 1981)

The Child Development Associate Training program is a national effort to train, assess, and credential child care staff. This program was initiated by the Administration for Children, Youth, and Families, Office of Human Development Services, Department of Health and Human Services, to created a new category of professional child care workers. The basic goal of the CDA program is to upgrade the quality of Head Start, day care, and other child development programs by increasing the skills and knowledge of the classroom staff.

The aim of CDA training is to help trainees incorporate the CDA competencies into their everyday behavior and thus become competent child caregivers in center-based programs for preschool children. CDA training is a process of professional self-development in which both trainee and trainer work together to help the trainee master the CDA competencies. CDA training is:

- o based upon the acquisition of a set of specified competencies for child care staff working in center-based preschool programs.
- o organized so that academic and field work are an integrated set of experiences. A minimum of 50 percent of the trainee's total training time is spent in supervised field work.
- o individualized according to each trainee's strengths and needs with respect to the CDA competencies.
- o flexibly scheduled so that the length of the training program depends upon the trainee's acquisition of the CDA competencies.

For more information about the Child Development Associate Program please contact:

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TRAINING

Beaty, Janice J. Skills for Preschool Teachers. 1979. 225 pages. Available from Charles E. Merrill Publishing Co., Columbus, OH 43216. $8.95.

Designed for use by college students preparing to be teachers in early childhood education, this illustrated introductory text could also be used by inservice teachers for updating their skills and by volunteers and aides. The material is presented in eight modules, each accompanied by film strips which provide additiona information. Included in this text are modules dealing with setting up the classroom, the role of play, preschool science, and large and small motor coordination. Each module consists of objectives, texts, learning activities and question sheets. Some modules also contain sample checklists, schedules and a suggested list of books for preschool children. The appendices include suggestions for assembly of the portfolio and steps of CDA assessment.

Field Advisor's Manual. 1979. 38 pages. Available from Head Start Resource and Training Center, 4321 Hartwick Road, Room L-220, College Park, MD 20740. $3.50. (Make check payable to University of Maryland.)

Developed for Head Start field advisors training CDA candidates, this manual incorporates techniques and skills relevant to adult learning. Observation forms, conference forms, learning exercises, and a bibliography are included.

Geller, Barbara. "Providing CDA Training with an Interactive Model." Young Children, March 1981: pp. 25-31.

This article presents a brief overview of a CDA interactive model used by Westminister College in Salt Lake City. Also briefly discussed are carrying out self-evaluation interviews and field advising, designing training modules, and providing discussion groups.

Kysar, Ardis and Elizabeth Overstad. Helping Young Children Cope with Crisis: A Guide for Training Child Care Workers. 1979. 59 pages. Avilable from Toy 'N Things Press, 906 North Dale, St. Paul, MN 55103. $6.75.

Trainer tips, a training outline, and many practical suggestions are given for helping children cope with such crises as divorce, death, and illness. Learning through group discussion is encouraged.

Maximizing Young Children' s Potential: A Non-Sexist Manual for Early Childhood Trainers. 1980. 129 pages. Developed by Woman's Action Alliance, NY. Available from Women's Educational Equity Act Publishing Center (WEEAD)/Education Development Center (EDC), 55 Chapel St., Newton, MA 02160. $3.25.

This practical training manual explains the philosophy behind various non-sexist techniques of teaching and offers concrete suggestions for utilizing these techniques in the early childhood classroom. Designed primarily for teachers, the manual also contains suggestions for making parents part of the training process. More specifically, the manual includes: (1) information on how to conduct a workshop; (2) step-by-step plans for presenting a curriculum, literature, and language workshops focusing on non-sexist issues; (3) practical suggestions for integrating a non-sexist approach into traditional areas of the classroom, such as the housekeeping corner; and (4) a variety of resources, such as an annotated bibliography of non-sexist picture books and workshop and classroom materials.

A New Beginning: Eliminating Sex Stereotyping in Early Childhood Education. 1980. 23 pages. Woman Educator's, NJ. Available from Women's Educational Equity Act Publication Center (WEEAD)/Education Development Center (EDC), 55 Chapel St., Newton, MA 02160. $4.50.

As part of a series of instructional modules on sex-role stereotyping in education, this document provides six handouts useful for stimulating group discussion with early childhood teachers. Also included are six overhead projector transparency masters relating to sex stereotypes.

Melcher, John and Others. Teaching Early Childhood: Exceptional Educational Needs. Ten Resource Module. 1979. 643 pages. Developed by Wisconsin State Department of Public Instruction. Available through the ERIC System, ED 176 492. See order information on the last page of this bibliography.

Ten modules are presented with purposes, goals, and objectives for the professional development of teachers of handicapped children. Topics include screening, assessment instruments, teaching strategies, instructional materials, parent involvement, classroom activities, paraprofessionals, training, administration, and teacher self-improvement. Both teachers and teacher-trainers would find the manual useful.

Zigler, E. and Sharon L. Kagan. "The Child Development Associate: A Challenge for the 1980s." Young Children, July 1981: pp. 10-15.

Acknowledging that the most important factor in a child's life is the quality of care the child receives from adults, these authors maintain that the CDA effort has arrived at a critical juncture. Issues discussed include increasing public awareness of CDA efforts, decentralizing credentialing, and providing meaningful incentives for CDAs.

Michigan University, Ann Arbor, School of Education. Modules for Training Caregivers of Young Children Series. January 1980. Available from University of Michigan, Attn: Eric Warden, 1111 School of Education Building, Ann Arbor, MI 48109. Prices listed below. (Also available through the ERIC system. ED numbers listed below.)

Although this developmental curriculum is designed for a series of workshop presentations, it can be used in any training situation. Each set of materials includes a number of modules which present training objectives, descriptive and background information, suggestions for presenting the materials, resource articles and follow up ideas. Three books are included in the series.

Alexander, Carol Carter and Ellen Kotlus, Eds. What Do We Do Today? Planning a Developmental Curriculum. 30 pages. $10.00 (ED 190 242)

Contents of the seven modules of this presentation focus on gross motor development, perceptual motor development, woodworking, preschool math and science, cooking, rhythm and music and socio-dramatic play. Included in each of the sets of materials are definitions of terms, forms, and handouts which may be reproduced for participants. Most of the modules also include a developmental chart of age appropriate skills and a section on home made materials.

Clarke, Lynn Collins, Ed. Teacher, I Don't Feel Well: Meeting Children's Health Needs. 138 pages. $5.00. (ED 190 244)

This book provides two modules in the areas of first aid and childhood illness as well as a description of a health policy model. The first section deals with respiratory diseases and common health problems, while the second section provides an overview of the subject plus guides for treating specific major and minor injuries. The health policy model is prevention oriented and contains suggestions for both administrative and classroom staff. The appendices provide examples of health forms for child care centers, as well as a safety check list for the outdoor area, play equipment and field trips.

Harris, Mimi, Ed. Feeling Good: Helping Children Grow Emotionally and Socially. 166 pages. $6.00 (ED 190 245).

This book deals with areas of helping chidren grow emotionally and socially. Contents of the six modules focus on adult behavior and children's self-concept, feelings and sexuality, activities for social and emotional growth, understanding children's behavior and dealing with aggressive and withdrawn behavior.

EARLY CHILDHOOD EDUCATION

Fowler, William. Infant and Child Care: A Guide to Education in Group Settings. 1980. 429 pages. Available from Allyn and Bacon, Inc., Rockleigh, NJ 07647. $17.95.

Especially useful as an introductory text for students of early childhood education, this illustrated book emphasizes the application of theoretical principles of child development and learning to practical settings.

A companion volume, Curriculum and Assessment Guides for Infant and Child Care, provides an age-sequenced outline of a knowledge curriculum, problem-solving curriculum, and a language curriculum.

Gilley, Jean Mack and B. H. Gilley. Early Childhood Development and Education. 2nd edition. 1980. 296 pages. Available from Delmar Publishers, 50 Wolf Road, Albany, NY 12205. $12.20 retail, $9.50 for schools.

Early Childhood Development and Education covers a wide variety of topics including an overview of early childhood education; children's physical and intellectual development; indoor and outdoor settings; teacher qualification and skills; and program planning and curriculum. Each unit presents a set of objectives, a descriptive section, suggested activities and a review section. Included in some of the units are sample forms such as a planned experience evaluation form, teaching techniques, and first aid for major and minor injuries. Also included with the textbook is an Instructor's Guide ($1.50). Included in this pamphlet are suggested course projects and readings, charts, and answers to the review questions contained in the textbook.

Lundsteen, Sara Wynn and Norma Bernstein Tarrow. Guiding Young Children's Learning: A Comprehensive Approach to Early Childhood Education. 1981. 514 pages. Available from McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020. $16.95.

This textbook was written for students beginning the study of early childhood education and for practicing teachers and caregivers requiring a reference work. Infancy through the primary grades are covered. The authors present creative problem solving as their instructional model and emphasize respect for the child as a developing, autonomous learner.

Marion, Marian. Guidance of Young Children. 1981. 237 pages. Available from C. V. Mosby Co., 11830 Westline Industrial Drive, St. Louis, MO 63141. $10.95

Early childhood students, teachers of young children, and adults who teach others about children can use this book to help learn more about interacting with and guiding young children. Practical suggestions are given for disciplining, controlling children's aggression, and helping children develop positive self-esteem. In addition, descriptions of three theoretical approaches to child guidance--behaviorist, Adlerian, and Rogerian (P.E.T.)--are included.

Maxim, George W. The Very Young: Guiding Children from Infancy Through the Early Years. 1980. 560 pages. Available from Wadsworth Inc., 4505 South 5600 West, Salt Lake City, UT 84120. $16.95.

Designed for students of early childhood education, this illustrated textbook presents an overview of the growth and development of the early childhood profession, and includes chapters discussing language, prereading skills, parent involvement, and mainstreaming handicapped children. Each chapter includes an introduction, practical suggestions, examples, and sample activities.

Sciarra, Dorothy and Anne Dorsey. Developing and Administering a Child Care Center. 1979. 393 pages. Available from Houghton Mifflin Company, Wayside Road, Burlingtn, MA 01803. $17.00.

This well-organized and comprehensive textbook on developing and administering a preschool program, although written for students who have a knowledge of child development, may also be used by persons currently directing programs. The importance of good interpersonal communication skills are emphasized and a wide range of practical issues are covered. Working papers (sample forms, letters, and charts) and class exercises and assignments are included at the end of each chapter.

Seefeldt, Carol. Teaching Young Children. 1980. 363 pages. Available from Prentice-Hall, Inc., Englewood Cliffs, NJ 07632. $15.95.

Designed for persons beginning professional preparation in early childhood education, this book emphasizes (1) knowledge, skills, and self-understanding on the part of trainees; and (2) the significance of personal growth as the fundamental philosophy of early childhood educators. Areas covered include history of early childhood education, teaching strategies, and curriculum.

Taylor, Barbara. A Child Goes Forth. 1980. 215 pages. Available from Brigham Young University Press, Business Office, 205 UPB, Provo, UT 84602. $9.95. (Postage paid by BYU Press on orders accompanied by payment.)

Revised and updated this comprehensive curriculum guide for teachers and parents of preschool children offers creative activity ideas in many curriculum areas including transition activities, field trips, special occasions (for example, Thanksgiving, Halloween), and the basic subject areas. Guidance techniques for working with children and suggestions for planning a curriculum are also provided.

COMPETENCY 1: SETTING UP AND MAINTAINING A SAFE AND HEALTHY LEARNING ENVIRONMENT

Brooks, Kenneth and Carol Deen. "Improving Accessibility of Preschool Facilities for the Handicapped." Young Children, March 1981: pp. 17-24.

The bulk of the article is an "Accessibility for the Handicapped" checklist developed largely from American National Standards Institute (ANSI) standards, but modified for applicability to early childhood facilities. Also discussed are implications for preschool facilities of legislation for the handicapped.

Frost, Joe and Michael Henniger. "Making Playgrounds Safe for Children and Children Safe for Playgrounds." Young Children, July 1979, pp. 23-30. Available from NAEYC, 1834 Connecticut Ave., N.W., Washington, DC 20009. Single reprints $1.00; for multiple copies, request permission to reproduce from NAEYC.

Suggestions are made on how teachers can promote safe outdoor play by teaching young children the proper and safe uses of playground equipment. Also described are typical playground hazards, leading causes of playground-related injuries, and some voluntary standards for the manufacture of playground equipment.

Harms, Thelma and Richard M. Clifford. Early Childhood Environment Rating Scale. 1980. 40 pages. Available from Teachers College Press, 81 Adams Drive, Totowa, NJ 07512. $5.95 plus $1.00 for postage and handling.

This rating scale provides an efficient means of examining the quality of an early childhood classroom environment and of planning improvements. Specific definitions of "inadequate," "minimal," "good," and "excellent" ratings, in addition to the scoring sheets, make it easy to evaluate the seven areas covered. These areas are: personal care of children; furnishings and display for children; language/reasoning experiences; fine and gross motor activities; creative activities; social development; and adult needs.

Honig, Alice S. "The Young Child and You Learning Together." Young Children, May 1980: pp. 2-10.

Teachers need to observe how young children think, decide moral issues, learn expectations, feel, and develop social skills, according to this author. Suggestions are offered for teachers to develop learning environments in child care centers that provide children with predictability, choice, love, success, trust, and communication.

Marback, Ellen; Martha Plass; and Lily O'Connell. Nutrition in a Changing World. A Curriculum for Preschool. 1979. 171 pages. Available from Brigham Young University Press, Business Office, 205 UPB, Provo, UT 84602. $10.95. (Postage paid by BYU Press on orders accompanied by payment.)

Written for teachers with little or no training in nutrition, this clearly organized nutrition education curriculum for 3-to 5-year-old children covers such topics as different types of food and their origins, dental health, nutritious breakfasts, and experiencing food through the senses. Each of the 29 units includes rationale, prerequisites, preassessments, objectives, activities, postassessments, and resources. Emphasis is placed on integrating other subject matter areas into nutrition education and on food experiences which are not only informative but also fun for children and teachers.

Robertson, Audrey S. Health, Safety & First-Aid Training Guide. 1980. 115 pages. Available from Toys 'N Things Press, 906 North Dale St., St. Paul, MN 55103. $6.75.

This training guide presents a curriculum for health and safety education to be used by trainers with child care givers. When the training guide is completed under supervision of a certified Red Cross instructor, students can earn a three-year Standard First Aid and Personal Safety Certificate.

Vonde, Dee Anne S. and Jo Beck. Food Adventures for Children. 1981. 94 pages. Available from Plycon Press, P. O. Box 220, Redondo Beach, CA 90277. $6.95 plus $1.50 shipping.

This book is an illustrative basic guide to nutrition activities for young children. Included are safety techniques, menu plans, a sequential list of motor skills needed to accomplish the task, and diagrams and suggestions for further learning activities. Language and sensory development are also discussed in each nutrition lesson.

COMPETENCY 2: ADVANCING PHYSICAL AND INTELLECTUAL COMPETENCE

Arnold, Lois B. Preparing Young Children for Science: A Book of Activities. 1980. 111 pages. Available from Schocken Books, 200 Madison Avenue, New York, NY 10016. $6.95.

The purpose of this book is to help parents foster a child's sense of wonder at the world through activities that involve distinguishing colors, shapes, and textures; measuring; and observing nature. Step-by-step procedures are suggested for each activity. No special science knowledge or materials are required.

Bradbard, Marilyn R. and Richard C. Endsley. "How Can Teachers Develop Young Children's Curiosity? What Current Research Says to Teachers." Young Children, July 1980: pp. 21-30. Available from NAEYC, 1834 Connecticut Avenue, N.W., Washington, DC 20009. Single reprints are $2.00; for multiple copies, request permission to reproduce from NAEYC.

Research on childen's curiosity is examined in order to answer the questions: What is curiosity? How is curiosity related to other aspects of development? How is curiosity influenced by variations in situations and settings? and How can adults influence children's curiosity? Practical classroom advice for the early childhood and elementary teacher are included in each discussion.

Brown, Sam Ed. Bubbles, Rainbows, and Worms: Science Experiments for Pre-School Children. 1981. 105 pages. Available from Gryphon House, Inc., 3706 Otis Street, Mt. Rainier, MD 20822. $5.95.

Children are born with a powerful desire to explore, question, and manipulate which aids them in clarifying and understanding the physical world. With this in mind, parents and teachers will find useful the suggestions in this book for giving preschool children practical science experiences with air, animals, plants, water, and the senses. Experiments are clearly described and can be conducted with easily obtained materials.

Burton, Leon and William Hughes. Music Play. Learning Activities for Young Children. 1979. 239 pages. Available from Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, CA 94025. $9.80.

Creative activities designed to help preschool or early elementary children learn about sound patterns and the basic characteristics of sound (pitch, duration, loudness, and quality) are divided into two categories--group activities led by the teacher and individual activities which children can work on with minimal teacher direction. Children's musical instruments and commonly available materials are the primary equipment requirements. Also included is the music for several simple children's songs.

Cazden, Courtney (Editor). Language in Early Childhood Education. 1981. 161 pages. Available from NAEYC, 1834 Connecticut Avenue, N.W., Washington, DC 20009. $5.50.

Contributors to this revised edition offer parents and teachers practical suggestions on several current issues in language development and learning. Topics include ways in which language at home differs from that at school, factors to be considered when planning a total curriculum for young children, and criteria for evaluating commercial language program.

Cromwell, Ellen. Feathers in My Cap: Early Reading Through Experience. 1980. 215 pages. Available from Acropolis Books Limited, 2400 17th Street, N.W., Washington, DC 20009. $9.95.

A beginning reading program for nursery schools, day care centers, early primary grades, and the home is this book's focus. The program is adaptable for children with special education needs or with gifted potential. Art is used as a catalyst to produce child-authored stories that children learn to read.

Debelak, Marianne; Judith Herr; and Martha Jacobson. Creating Innovative Classroom Materials for Teaching Young Children. 1981. 321 pages. Available from Harcourt Brace Jovanovich, Inc., Third Ave., New York, NY 10017. $13.95.

Illustrated are 150 ideas that early childhood teachers can use for making inexpensive classroom materials. Organized into subject areas, this practical resource book offers easy-to-follow directions, clear photographs, learning objectives, and strategies for using each material described.

Ducolon, Colin K. "A Neighborhood 'Sandwich Walk'." Childhood Education, January 1980: pp. 161-163.

Outings with young children need to be safe and enjoyable. This article describes different ways outings with three-to-five-year-olds can be structured to facilitate safety, enjoyment, and learning-by-observation. Several suggestions are made which a teacher can incorporate into outdoor walks with preschoolers.

Dunlap, William P. A Preschool Program for Preventing Learning Difficulties in Arithmetic. 1980. 16 pages. Available through the ERIC system, ED 191 723. See order information on the last page of this bibliography.

This teaching guide describes many concrete readiness activities to provide preschool children with a solid foundation for mathematics. Five criteria are listed to help teachers select math activities appropriate for each child.

Feinburg, Sylvia G. "Your Child's Art." Sesame Street Parents' Newsletter, Vol. 1, No. 2, April 1981: pp. 4-5.

The important functions for child development served by drawing are discussed. Stages in this development at different ages are presented. Links between reading and drawing are discussed, and a few suggestions for using readily available materials are offered.

Forgan, Harry W. and M. Liz Christman-Rothlein. Getting Ready to Read. Book 1. 1980. 168 pages. Available from Goodyear Publishing Company, 1640 Fifth Street, Santa Monica, CA 90401. $7.95.

This book is intended for teachers, parents, and day care center workers involved in reading readiness programs for 3-to 6-year-olds. Ways to determine and develop students' visual-motor coordination, auditory skills, and visual skills are presented. Reproducible skills tests and activitiy sheets are included.

Franks, Olive. "Scribbles? Yes, They Are Art!" Young Children, July 1979: pp. 15-22. Single reprints are available for $1.00 from NAEYC, 1834 Connecticut Avenue, N.W., Washington, DC 20009. For multiple copies, request permission to reproduce from NAEYC.

Described are four stages that are of importance in understanding the place of scribble art in 2- to 5-year-old children's development. The four stages are 1) placement; 2) shape; 3) design and 4) pictorial. Also discussed is the importance of adult acceptance of children's scribble art.

Goetz, Elizabeth M. Math Experiences for Preschool Children: Games and Cuisenaire Rods. November 1979. 11 pages. Paper presented at NAEYC conference in Atlanta, GA. Available through the ERIC system, ED 187 541. See order information on the last page of this bibliography.

Practical guidelines for the selection and use of games with young children are specified in this paper. Also, a brief step-by-step explanation given is of how to extend basic math concepts (addition, subtraction, multiplication, and division) by using Cuisenaire rods. Preceeding these explanations are directions for building a staircase with the rods in order to demonstrate how this procedure provides a key for solving all mathematical problems.

Graham, Lynn and Thora Runyan. Nutrition Handbook for Staff in Child Care Centers. 1980. 65 pages. Available from Child Development Training Program, Iowa State University, Ames, IA 50011. $2.00.

This illustrated manual provides suggestions as to how child care staff can help children learn more about foods, gain new skills in working with foods, and develop positive attitudes about a variety of foods. Included in each section are background information, concepts to be learned, objectives to be accomplished, and ideas and activities for helping children accomplish these objectives. A comprehensive list of relevant resources is also included.

Haines, B. Joan and Linda Gerber. Leading Young Children to Music: A Resource Book for Teachers. 1980. 278 pages. Available from Charles E. Merrill Publishing Co., Columbus, OH 43216. $10.95.

Intended for teachers of toddlers through 8-year-olds, this book includes musical scores and instructions for introducing numerous action songs and movement activities, as well as a list of instruments suitable for young children and a discussion of the role of music in early childhood. Brief developmental profiles identify some characteristics of young children that are important to their musical learning. Instructions for teaching oneself the autoharp are appended.

Harlan, Jean. Science Experiences for the Early Childhood Years. Second Edition. 1980. 237 pages. Available from Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, OH 43216. $8.95.

The revised edition of Science Experiences for the Early Childhood Years provides a step-by-step guide to encourage child care professionals to stimulate inquiry and problem-solving skills in young children through science activities. The focus is on using a variety of activities to teach children basic concepts about air, water, magnetism, simple machines, sound, light, electricity, rocks and minerals, plant and animal life, and the human body.

Heater, Sandra. Teaching Preschool Reading. 1980. 120 pages. Available from Brigham Young University Press, Business Office, 205 UPB, Provo, UT 84602. $8.95. (Postage paid by BYU Press on orders accompanied by payment.)

Primarily for parents, but also useful for preschool teachers, this guide focuses on fostering reading readiness and a love of reading in young children. Based on Maria Montessori's philosophy and emphasizing phonics, this easy-to-read book describes developmentally-appropriate activities which require simple materials.

Jensen, Mary A. and Bette A. Hanson. "Helping Young Children Learn to Read: What Research Says to Teachers." Young Children, November 1980: pp. 61-71.

This article reviews research focused on teaching young children to read. Two teaching approaches--the skill orientation and the ideational orientation--are discussed and teaching techniques for each are presented.

Lamme, Linda; Vivian Cox; Jane Matanzo; and Miken Olson. Raising Readers. A Guide to Sharing Literature with Young Children. 1980. 200 pages. Available from Walder and Company, 720 Fifth Ave., New York, NY 10019. $9.95.

Provides a variety of ideas on how parents can interest their children in reading. Annotated lists of children's books suitable for each age level--infants, toddlers, prereaders, and beginning readers--are included. Practical suggestions for reading aloud, providing a stimulating home reading environment, developing family reading habits, and other ways of involving children in literature are noted.

Lasky, Lila and Rose Mukerji. Art: Basic for Young Children. 1980. 164 pages. Available from NAEYC, 1834 Connecticut Avenue, N.W., Washington, DC 20009. $4.95.

This book emphasizes adult-child contacts which support young children's capacity to develop and learn through art. The authors have spent many years teaching preschool through primary grade children as well as working with prospective and practicing early childhood teachers. Several specific practical suggestions and art activities are provided.

Maxim, George W. Creative Development: Encouraging the Spirit of Wonder and Magic. April 1980. 28 pages. Available through the ERIC System, ED 186 103. See order information on the last page of this bibliography.

An important aspect of preschool teaching is facilitating children's creative thinking. This paper assists teachers in planning classroom activities which facilitate such thinking. The general conditions under which creativity flourishes in schools and the characteristics of preschool children's creative behavior are also discussed.

Redleaf, Rhoda. Field Trips: An Adventure in Learning. 1980. 73 pages. Available from Toys 'N Things Press, 906 North Dale, St. Paul, MN 55103. $5.95.

This resource book on learning activities for preschool children is useful for staff inservice training and for implementing field trips and related activities at day care centers. Much of the book can also be adopted for use with parent groups.

Riggs, Maida L., Jane Young, John Fowler, and Peter Werner. Movement Education for Preschool Children. 1980. 41 pages. Available from American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, VA 22091. $7.50

Written for persons working with preschool children, this booklet explores why movement education is important, what activities comprise a movement education program, how and where it can be conducted, and which criteria help structure the program environment.

Seefeldt, Carol. "Math in a Button Box." Day Care and Early Education, Spring 1981: pp. 53-57.

Sorting objects such as buttons prepares young children to learn mathematical concepts of classification, groups, and sets. This article explains how children learn from sorting and offers many practical suggestions about materials and games that teachers can use to help children learn mathematics while playing.

Shannon, George W. B. Storytelling and Children: Enjoyment and Much More. 1979. 9 pages. Available through the ERIC system, ED 186 935. See order information on the last page of this bibliography.

This paper describes the vital role that storytelling and folktales play in fostering children's appreciation for language, promoting children's reading skills, and exercising children's imaginations.

Thomas, Maureen and Susan Mikesell. Oral Story-Telling: The Ways and Hows. March 1980. 12 pages. Available through the ERIC system, ED 183 283. See order information on the last page of this bibliography.

Clear step-by-step instructions are presented for the preschool teacher on oral-storytelling. Instructons include finding a story to tell, learning the story (written or filmed stories, personal experience stories, and "off the top of the head" stories), and telling the story.

Veitch, Beverly and Thelma Harms. Cook and Learn. Pictorial Single Portion Recipes. A Child's Cook Book. 1981. 200 pages. Available from Addison-Wesley's Teacher Center, 2725 Sand Hill Road, Menlo Park, CA 94025. $8.95 for Cookbook/Teacher's Manual Package.

Mothers, and other child caregivers can use this book to facilitate children's learning through cooking. Recipes, which are for single portions, call for nutritious foods from different cultures, and are presented through pictures. Learning from Cooking Experiences. A Teacher's Guide to Accompany Cook & Learn Experiences. Emphasizes how teahcers can turn classroom or day care meal times into learning experiences.

Williamson, Paul M. "Literature Goals and Activities for Young Children." Young Children, May 1981: pp. 24-30.

Structured experiences to develop 3- to 7-year-old children's knowledge and appreciation of language and literature are suggested. Goals of these activities are to help children recognize, enjoy, and value literature; develop a strong sense of story; respond actively; appreciate words; or appreciate characters.

COMPETENCY 3: BUILDING POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

Allen, Eileen K. Mainstreaming in Early Childhood Education. 1980. 261 pages. Available from Delmar Publishers, 7625 Empire Drive, Florence, KY 41042. $8.00.

Especially helpful for classroom teachers, Mainstreaming in Early Childhood Education is an illustrated, easy-to-read text focusing on developmental, social, educational, legal, and a variety of other issues relating to the education of young handicapped children. The book is divided into twenty-one units, grouped into six sections. Units include the following topics: the meaning of the term handicapped, causes and classifications of handicapping conditions, early identification and screening and developing Individualized Education Programs and curriculum approaches. Each unit begins with a set of well organized objectives and concludes with discussion topics, summaries, and a set of review questions.

Davidson, Jane. "Wasted Time: The Ignored Dilemma." Young Children. May 1980: pp. 13-21. Available from NAEYC, 1834 Connecticut Ave., N.W., Washington, DC 20009. Single reprints, $1.00; for multiple copies request permission to reproduce from NAEYC.

Preschool children's self-esteem and behavior are often negatively affected by long periods of waiting at school. Common causes are identified and practical solutions are suggested in this discussion, which is aimed at helping teachers evaluate their programs in terms of how they use or waste children's time.

Duncan, Carolyn. "Coping with Stress." Day Care and Early Education, Spring 1980: pp. 18-21.

This practical discussion on stress centers on three main questions: What is stress? How does it affect the people in child care programs? and What can be done about it? Useful suggestions are made not only about how teachers can help children cope with stress but also ways in which teachers and administrators can handle their own stress.

Horner, Gail and Susan Rits. The Gifted Preschool Child. Oregon Series on Talented and Gifted Education. 1979. 43 pages. Available from Office of Marketing, Northwest Regional Educational Laboratory, 710 SW 2nd Avenue, Portland, OR 97204. Also available through the ERIC System, ED 185 718. See order information on the last page of this bibliography.

Written for parents, this booklet provides several suggestions about how parents can interact with gifted preschool children. Various kinds of parent/child interactions which make use of commonplace situations are discussed. Parents are shown different skills, such as questioning, which stimulate gifted children.

Hyson, Marion. "Lobster on the Sidewalk. Understanding and Helping Children with Fears." Young Children, July 1979: pp. 54-60.

From this article teachers and parents can learn more about the origins of young children's fears and ways to help children cope with their fears.

Kaplan, Sandra Nina; Jo Ann Butom Kaplan; Sheila Kunishima Madsen; and Bette Taylor Gould. Change for Children: Ideas and Activities for Individualizing Learning. 1980. 255 pages. Available from Goodyear Publishing Company, 1640 Fifth Street, Santa Monica, CA 90401. $9.95.

This handbook for implementing individualized instruction gives suggestions for creating the appropriate room environment, developing and using learning centers, record keeping and evaluation, planning classroom time, and organizing independent study. Activity ideas and worksheets are provided for 22 subjects including architecture, cooking, ecology, health, literature, maps, and writing. Every page is illustrated with informative line drawings.

Kavanaugh, Michelle. When I Grow Up: Structured Experiences for Expanding Male and Female Roles. Volume I. The Early and Middle School Years. 1979. 206 pages. Available from Humanics Limited, P.O. Box 7447, Atlanta, GA 30309. $12.95.

Lesson plans and materials that teachers can employ to expand children's sex roles are provided in this book. There are 25 activities for children (in preschool through eighth grade) and six activities for their parents.

Koblinsky, Sally; Jean Atkinson; and Shari Davis. "Sex Education with Young Children." Young Children, November 1980: pp. 21-31.

Guidelines for sex education for preschool age children are presented. These include using correct vocabulary, finding out how much the child knows, giving accurate information about reproduction, and individualizing discussion. Masturbation, sex play, and obscene words are among the topics discussed. Recommended books are listed.

Landers, Bill. Early Childhood--Handicapped Resource Guide. 1980. 336 pages. Developed by Keystone Area Education, Elkader, IA 52043. Available through the ERIC System, ED 188 382. See order information on the last page of this bibliography.

This teaching guide gathers together common references and "how-to" resources in the field of early childhood special education. It offers practical suggestions for adults working with young handicapped children. Information presented includes referral and placement procedures, legal guidelines, evaluation materials, and suggestions for handling behavior problems.

New Faces, New Spaces: Helping Children Cope with Change. 1980. 67 pages. Prepared by Toys 'N Things Training and Resource Center, Inc. Available from Toys 'N Things Press, 906 North Dale St., St. Paul, MN 55103. $5.95.

This resource book is designed for persons teaching caregivers and parents to help children cope with change. Major sources of change encountered during childhood--school entrance, moving, illness and hospitalization, the birth of a sibling, sex education, and a parent's marriage or new job--are discussed. Practical suggestions are offered to help children cope with crisis and loss, and many helpful books for children of various ages are listed.

Roedell, Wendy C., Nancy Ewald Jackson, and Halbert B. Robinson. Gifted Young Children. 1980. 104 pages. Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027. $6.50.

Gifted Young Children reviews definitions of giftedness and explores the physical, social, emotional, and cognitive characteristics of gifted preschool and primary-grade children. Identification of gifted children through standard test performance and information from parents and teachers is examined and basic principles in program planning and descriptions of sample programs are presented.

Schoyer, Nancy L. "Divorce and the Preschool Child." Childhood Education, September/October 1980: pp. 2-7.

The emotional needs of preschool children whose parents divorce are described in this article. The mourning process, defense techniques, and school behaviors typical of such children are discussed. Several suggestions for teachers are given. Six books on separation, divorce, and children are recommended and briefly described.

Segal, Marilyn and Don Adcock. Feelings. 1981. 69 pages. Available from Humanics, Ltd., P.O. Box 7447, Atlanta, GA 30309. $6.95.

Feelings is an illustrative guide to understanding children's self-concept and self-image. Designed for parents and teachers, this book begins with identification of some typical patterns of social and emotional development in the preschool child. This material is followed by a workbook section consisting of a series of minitests for the reader, suggestions for observations, collecting data, and problem solving.

Southwest Educational Development Laboratory. When You Care for Handicapped Children: Guide for Working with Young Handicapped Children. 1979. 538 pages. Available from Developmental Materials, Child Development Program 529-0, Texas Department of Human Resources, P.O. Bx 2960, Austin, TX 78769. $11.00.

The contents of this impressive guide for caregivers of young handicapped children cover such important topics as assessment, needs of handicapped children, special considerations such as behavior problems or medications, infants in child care settings, and resources. The material is covered thoroughly, and many practical tips are given.

Yawkey, Thomas, Editor. The Self-Concept of the Young Child. 1980. 214 pages. Available from Brigham Young University Press, Business Office, 205 UPB, Provo, UT 84602. $12.95. (Postage paid by BYU Press on orders accompanied by payment.)

Theories as to how 2- to 8-year-old children develop and learn self-concept is the subject of this compilation of essays by 21 childhood education specialists. Emphasis is placed on the practical applications of these theories for working with young children.

COMPETENCY 4: ORGANIZING AND SUSTAINING THE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP LEARNING ENVIRONMENT

Barry, Sharon and Others. Spare the Rod. Disciplining: The Long and Short of It. Student Guide -- Footsteps. Report Number 8. 1979. 17 pages. Available from University Park Press, 233 East Redwood Street, Baltimore, MD 21202. $5.95. Also available through the ERIC System, ED 169 934. See order information on the last page of this bibliography.

Designed for classes with parents and other child caregivers, this student guide provides information on child discipline. In addition to a bibliography for further reading on child discipline, other features include suggestions for individual and group participation, a summary of major knowledge about child discipline, and activities for classroom instruction.

Cherry, Clare. Think of Something Quiet: A Guide for Achieving Serenity in Early Childhood Classrooms. 1981. 150 pages. Available from Pitman Learning, Inc., 6 Davis Drive, Belmont, CA 94002. $5.95.

Think of Something Quiet has been written to help both children and adults develop skill in resting and relaxing. It offers early childhood educators strategies for achieving a low stress classroom environment, techniques for responding to children's stress, and activities to help children learn stress reduction through relaxation.

Kvols-Riedler, Bill and Kathy Kvols-Riedler. Redirecting Children's Misbehavior. 1979. 254 pages. Available from R.D.I.C. Publications, Box 3118, Boulder, CO 80307. $6.95, plus $.75 handling.

More than 100 effective parenting principles are described and explained in this book. Recommendations and exercises are provided to help adults incorporate the techniques into their responses to children's misbehavior. Chapers cover (1) understanding the child's personality, (2) identifying goals, (3) respecting rights and giving responsibility, (4) improving self-concept, (5) making misbehavior inappropriate, and (6) redirecting misbehavior.

Morgan, Dorothy and Mary Elizabeth York. "Ideas for Mainstreaming Young Children." Young Children, January 1981, pp. 18-25.

This article gives a brief but comprehensive overview of mainstreaming children with special needs into the classroom. The value of mainstreaming, initial steps of and teaching approaches to mainstreaming are described. A chart listing suggested teaching techniques for adapting to the child with special needs and a list of references are provided.

Segal, Marilyn and Len Tomasello. Nuts and Bolts. 1981. 77 pages. Available from Humanics Limited, P.O. Box 7447, 1182 W. Peachtree St., Suite 207, Atlanta, GA 30309. $6.95

Nuts and Bolts is an illustrative practical guide to the classroom management and organization of an early learning environment. Included are discussions of setting up an early learning classroom, development of the educational plan, organization of physical space, selection and acquisition of materials, and various options for scheduling the day's events. Organized as a training manual, it is of use for students, teachers, and parents.

Walsh, Huber M. Introducing the Young Child to the Social World. 1980. 283 pages. Available from Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022. $16.95.

Teachers and other adults involved in the social education of children three to eight years old will find theory and practical suggestions in this book. Classroom strategies and techniques are described. Topics include social development, concept formation, learning processes, resources, problem solving, crises, special children, lesson planning, and cultural diversity.

Zimmerman, Karen and Judith Herr. "Time Wasters: Solutions for Teachers and Directors." Young Children, March 1981: pp. 45-48.

Two hundred and fifty early childhood educators were surveyed to determine what wastes their time during the working day and how they solve these problems. Among the 13 topics discussed in this presentation of results are telephone interruptions, meetings, visitors, fatigue, poor communication, and failure to establish clear lines of responsibility and authority.

COMPETENCY 5: BRINGING ABOUT OPTIMAL COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATIONS

Andrews, Pearl. "Parent Involvement: A Key to Success." Children Today, January-February 1981: pp. 21-23.

Using a Louisiana Head Start program as an example, a brief overview is presented of how parents could successfully be involved in aspects of their children's preschool education. It is suggested, for example, that parents could be involved in CDA (Child Development Associate) assessments and in joining staff/parent training.

Duff, R. Eleanor; Martha Clough Heinz; and Clarence L. Husband. "Toy Lending Library: Linking Home and School." Young Children, May 1978, pp. 16-22.

Tips are given from a toy lending library that has achieved positive parent-school links for an early childhood education program. Planning phases and objectives are presented and policies and recordkeeping are discussed. Physical organization of the library is stressed. The contention is made that limited budgets will not prevent a toy lending library from succeeding.

Formanek, Ruth and Anita Gurian. Why? Children's Questions: What They Mean and How to Answer Them. 1980. 213 pages. Available from Houghton-Mifflin Company, Wayside Road, Burlington, MA 01803. $8.95.

The authors aim to help parents understand the meaning of their children's questions in terms of the child's intellectual and emotional development and to provide answers in accordance with the child's developmental level. General topics include sex, divorce, adoption, death, religion, money, work, unemployment, prejudice, crime, and punishment.

Glazer, Susan. How Can I Help Build Positive Attitudes Toward Reading? 1980. 13 pages. Available from International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19711. Order No. 879, $0.35 member, $0.50 non-member. Also available through the ERIC system, ED 184 086. See order information on the last page of this bibliography.

For parents interested in stimulating the habit of reading in their children, this booklet offers help. It suggests how to develop a reading atmosphere in the home by making use of television, shopping experiences, and games, by setting an example of habitual reading, and by developing a family reading time.

Gregg, Elizabeth and Judith Kotts. Growing Wisdom, Growing Wonder. 1980. 290 pages. Available from Macmillan Publishing, Inc., 866 Third Ave., New York, NY 10022. $13.95

Primarily for parents, this book is a practical guide to helping children learn basic concepts from birth through age five. The book covers a wide variety of topics ranging from texture, size and shape to feelings, relationships, and how to work with the handicapped child. In each chapter there is an explanation of how and when a child's understanding of a concept develops, how parents can develop this concept, and age-appropriate learning activities. Also included is a reference list of words appropriate for preschool children.

Nemiroff, Jane Libman. Practicing Parenting. 1980. 93 pages. Available from Butterick Publishing, P.O. Box 1945, Altoona, PA 16603. $3.95 plus 3% shipping and handling.

Practicing Parenting, a workbook which attempts to use the teacher's personal experiences to present the world of parenting and child care, covers a wide variety of topics ranging from loving and caring for children to guiding and disciplining children. Each lesson introduces a topic and includes exercises, puzzles, and observations.

Wallerstein, Judith S. and Joan Berlin Kelly. Surviving the Breakup: How Children and Parents Cope with Divorce. 1980. 341 pages. Available from Basic Books, 10 East 53rd St., New York, NY 10022. $18.50.

Surviving the Breakup, a book which is expected to be very influential, presents careful and extensive research into the immediate and long-term effects of divorce upon children and parents. The book concentrates especially on how children cope with divorce. Readings could be taken from this comprehensive book and used in training.

COMPETENCY 6: CARRYING OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO THE CHILDREN'S PROGRAM

Cliatt, Mary Jo. "Play: The Window into a Child's Life." Childhood Education, February-March 1980: pp. 218-220.

Preschool teachers can use this checklist of 16 questions for observing children at play in order to assess individual interests and needs. Each question is followed by a paragraph identifying the significance of the observed play activity and offering some guidance as to how the teacher can foster play activities.

Click, Phyllis. Administration of Schools for Young Children, 2nd edition. 1980. 243 pages. Available from Delmar Publishers, 50 Wolf Road, Albany, NY 12205. $10.60 retail, $7.95 for schools.

Written for students wishing to learn the skills needed by a director or as a refresher course for a director, this illustrated book covers a wide variety of topics ranging from administering, staffing and operating a school program to parents and the community and legal responsibilities and professional growth. Each unit contains objectives, a descriptive and factual section, student activities and a review section. Also included in some of the units are sample forms, charts and records such as cash receipts record, emergency information form and application form. An Instructor's Guide ($1.80), containing general suggestions, suggested teaching method, a list of films, and resource materials, is also included with the textbook.

Hewes, Dorothy, Editor. Administration: Making Programs Work for Children and Families. 1979. 234 pages. Available from NAEYC, 1834 Connecticut Ave., N.W. Washington, DC 20009. $5.00.

Articles chosen from Young Children are collected into sections focusing on different aspects of the child care director's job. Each of the five sections--Determining Goals and Objectives, Management Principles, Choosing and Working with Staff, Working with Family Problems, and Evaluating--contain practical suggestions on program management.

"Managing the Marginal Performer." Child Care Information Exchange, May 1981: pp. 35-38. Adapted from Lawrence L. Steinmetz, Managing the Marginal and Unsatisfactory Performer. 1969.

Suggestions are provided for child care center directors who must deal with a marginally performing employee. Two approaches are described: therapeutic and punitive. Many guidelines and suggestions are presented, and several behaviors to avoid are listed.

"Managing the Marginal Performer-More Perspectives." Child Care Information Exchange, July/August 1981: pp. 5-9.

Supervisors concerned with managing an employee whose performance is poor, but not so poor as to warrant termination, may find this article helpful. Practical suggestions are provided for motivating "turned-off" workers, questioning marginal performers, supporting unmotivated teachers, eliminating excuses for failure, creating a positive environment, criticizing with care, and dealing with specific employee weaknesses.

McMurrain, Thomas, Marsha Kaufman, and Adrienne Garcia. Orientation to Preschool Assessment. 1979. 126 pages. Available from Humanics Limited, P.O. Box 7447, 1182 W. Peachtree St., Suite 207, Atlanta, GA 30309. $14.95.

Orientation to Preschool Assessment is an easy-to-use handbook designed for teachers, students, parents, and child development center staff. Included are an overview of child development, a description of effective assessment for the individual child, suggestions for staff and parent training, a model for implementing the assessment, and suggestions for screening handicapping conditions. How to develop an agency or center-wide preschool assessment is also presented.

Neugebauer, Roger. "How to Stimulate Creativity in Your Staff." Child Care Information Exchange, January 1981: pp. 1-5.

Ideas are presented from a survey of current management on literature on unleashing staff creativity. Ten guidelines are discussed.

Nolan, Mary E. "Finding the Green ($$$) Funding Early Childhood Programs." Young Children, March 1980: pp. 14-20.

Early childhood personnel who are writing funding proposals will find practical tips in this article. Topics include proposal writing skills, where to look for funding agencies, and five components of funding proposals: needs assessment, program overview, timeline and management information, budget, and evaluation.

Truch, Stephen. Teacher Burnout and What to Do About It. 1980. 139 pages. Available from Mosier Materials, 61328 Yakwahtin Court, Bend, OR 97701. $8.00.

Due to job stress, teachers are leaving their profession at increasing rates. Written for public school teachers with applicability to preschool teachers, this book explores problems inherent in teaching and in school systems which increase teacher stress. A detailed self-help program for managing personal stress is provided.

Whitebook, Marcy; Carollee Howes; Rory Darrah; and Jane Friedman. "Who's Minding the Child Care Workers?: A Look at Staff Burn-out." Children Today, January-February 1981: pp. 2-6.

Conditions leading to staff turnover and burn-out are examined through a comparison of the wages, benefits, hours, responsibilities, job satisfaction, and job security of child care workers. Familiar with child care problems and recognizing that more money is both needed and difficult to obtain, the author suggests how changes in working conditions both within centers and through public involvement can help alleviate burn-out.

BILINGUAL COMPETENCY: COMPREHENDS AND COMMUNICATES WITH CHILDREN AND ADULTS IN BOTH SPANISH AND ENGLISH

BICULTURAL COMPETENCY: SUPPORTS THE CHILD'S ETHNIC IDENTITY AND SELF CONCEPT BY MAKING CULTURAL EXPERIENCES AN INTEGRAL PART OF THE DAILY PROGRAM AND SUPPLEMENTAL ACTIVITIES.

Arenas, Soledad. "Innovation in Bilingual/Multicultural Curriculum Development." Children Today, May-June 1980: pp. 17-21.

Four different preschool curriculum models, designed to foster the development of children from diverse cultures and backgrounds, are described in this article. Dual language instruction, cognitive and social growth, and individualized instruction are emphasized in each program. Readers are informed on how to obtain more specific information on these programs.

Borenzweig, J. and Ann Wilmshurst. "Learning Kits for Native-Americans." Young Children, May 1981: pp. 18-23.

A preschool program for Native-American children is described in this article. Learning kits designed for use with program parents during home visits are also described. Six categories of concepts and skills--object permanency, physical properties of objects, task completion, modeling, body image, and making things happen--are taught with the kits.

The Daily Curriculum Guide, Year II, Weeks 21-34. A Preschool Program for the Spanish-Speaking Child. February 1978. 564 pages. Available from Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752. $5.00. Also available through the ERIC System, ED 164 214. See order information on the last page of this bibliography.

Daily lesson plans for weeks 21 through 34 are provided in this guide, the third and last in the Year II sequence of the Daily Curriculum Guide preschool program for Spanish-Speaking children. Lessons in this volume emphasize cultural awareness, modes of transportation, health practices, number set, and plants. Field trips are planned. Weeks 1-10 and 11-20 are available on microfiche ED 164 212 and ED 164 213, respectively.

Delgado, Melvin. "Providing Child Care for Hispanic Families." Young Children, September 1980: pp. 26-31.

Contending that child care program staff need to understand Hispanic cultures because the continuing increase of Hispanics in the United States will have a tremendous impact on child care services, this author presents information on Hispanic values, attitudes, and culture and makes nine specific recommendations for advancing bilingual/bicultural involvement in child care programs.

Ligons, Claudette Merrell. "Fostering Intercultural Understanding in Child Care." Texas Child Care Quarterly, December 1980, pp. 3-7.

After mentioning the diversity in values, culture, and traditions evident in the United States, the author discusses culturally responsive curriculum. Eight features typify such curriculum, such as presenting various ethnic group members in authority positions and furnishing experiences that build acceptance of one's own and others' cultural groups.

Saint Patrick's Day Care Center, San Francisco. Cultural Diversity in Early Childhood Education: Teacher Training Manual. 1978. 103 pages. Available through the ERIC System, ED 175 538. See order information on the last page of this bibliography.

This manual describes a two-semester series of workshops, accompanied by field work experience, to train early childhood teachers to plan multicultural programs. Topics discussed range from curriculum development to parent/staff relationships. As an example of the thematic approach to curriculum advocated in the workshops, a monthly schedule of activities and sample lesson plans for a unit on work are provided.

Saville-Troike, Muriel. A Guide to Culture in the Classroom. 1978. 67 pages. Available from National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, VA 22209. $4.50.

Teachers of children from minority cultures will find this book helpful. Five basic areas of serious discontinuity between the home and school experience of such children are recognized: poverty, culture, language, mobility, and social perceptions. Suggestions for teacher training and a list of cultural competencies for bilingual teachers are included.

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